ADULT LEARNING

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until Thou cease to Live."
—De Fous Pibroc.

Canadian Association for Adult Education

Vol. III, No. 3 JANUARY, 1939

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ADULT LEARNING is published eight times a year by the Educational Board of the Canadian Association of Adult Education. Its purpose is to present a Dominion-wide view of adult educational activities. The subscription rate is one dollar per year; special rates for quantities. A membership fee of two dollars in the Association includes a subscription to Adult Learning. Articles, although not paid for, will be welcomed. Address communications to the Editor, Adult Learning, 198 College St., Toronto.

A NEW YEAR'S GREETING BY THE NEW PRESIDENT

By Colonel Wilfrid Bovey

THE Director of the Association has indicated that it is part of the duty of a President to offer an inaugural address. While I am not sure that I altogether agree with him, I do feel that at this juncture some things ought to be said on behalf of the Association so far as I am entitled to speak for it.

No one who was present at the last meeting failed to be much encouraged by the progress which had been made. It was quite evident that throughout the country there was a much clearer appreciation of the meaning and value of the activities which, for want of a better name, we know as "Adult Education". There was no doubt in any of our minds that adult education as we are practising it is becoming more and more a part of the general educational picture. I think that we were also satisfied with the general direction of our first efforts.

Growth of Corporate Spirit

IN the Association itself there was evident the growth of a corporate spirit. The development of this attitude is, to my mind, the most difficult and one of the most important objectives before us. If a University were merely a congregation of individual teachers and students it would not be worthy the name of university; it only earns that name when it develops a corporate and characteristic life. It appears to me that the members of the Canadian Association for Adult Education have undertaken a task even more difficult than the building of a local university; we are undertaking to construct what is in effect a Dominion-wide institution of learning informed with a soul of its own. The November meeting in Ottawa made it clear that we are at least in a measure succeeding.

Looking back over the past year, I feel that the members of the Association would wish me to express their appreciation of the support which it has received and the loyalty of all who have worked in its interests. In the first place, we owe our very sincere thanks to Mrs. Plumptre who has, in the midst of her busy and useful life, taken time to edit our magazine. The magazine is essential to the development in this Association of the spirit which we need, and Mrs. Plumptre's contribution during the past year has been a very important one. To

our President of last year, Dr. Henry Munro, we must also offer very sincere thanks. Dr. Munro has long been a leader in the educational life of Canada and his tenure of office as President marked the passage of this Association to the foreground of the Canadian educational picture. Of Mr. Dunlop, I can only say what we all know. If it were not for him, this Association would never have been formed and would not exist at present—I don't know that much more need be said than that! The Director's work has been, and I know I speak for all the members of the Association, of extraordinary value. He has given guidance where it was needed, he has fostered the Association's growing esprit de corps and never spared himself where our interests were concerned. It was with the greatest pleasure that we saw his worth recognized when an honorary degree was conferred upon him by Mount Allison University. There are many other individuals who might be mentioned, but the catalogue would be too long for this time and place; I must content myself with saying here that we are not likely to forget the tangible encouragement and the constant inspiration we have received from the Carnegie Corporation and the American Association for Adult Education. Without their aid we could not have reached the point where we now stand; their breadth of vision and the wisdom which experience has given them have been of the utmost value.

Perhaps I have said enough to indicate that, during the meetings of November 14th and 15th, like all of you, I was very much impressed and it was with considerable feeling that I learned of my own selection as President. I can only say that I appreciate the confidence of my colleagues, shall do my best to justify it, and, with the Director, act to the best of my ability as a spokesman to express your wishes.

Future Policy

AS we look toward the future, the role of the Association appears to be becoming better defined. In the first place, it seems to me quite clear that the Canadian community as a whole must shoulder a definite responsibility for providing continued education for young people who, through force of circumstances, have left school before their time. The Dominion-Provincial Youth Training Plan is doing something to fill the need but only for that fortunately small group, the young unemployed. It appears to me to be the task, not only of our individual members, but of this Association as a body—and we are far stronger when we act as a body—to bring home to Canadians the existence of a very definite gap in our educational system and to use every effort to fill it.

In the second place, the educational clauses of the British North

America Act, while at the time they were enacted they were a very necessary part of the Confederation bargain, do not at the present moment contribute to the unity of English Canada, of French Canada, or of the Dominion as a nation. The situation is not helped by the fact that so many universities are closely linked with Provincial systems. Fortunately, the framers of the British North America Act knew nothing of adult education; there is no doubt that the educational clauses are intended to touch only the formal system. The opportunity is thus afforded this Association to build up a Canadian educational system: it is an opportunity which carries an obligation with it. The French-Canadian Committee made a beginning when it stated its field to be all French-Canada. Our Association as a body has as its sphere of action the Dominion, English and French together. We are facing no small undertaking, but its value when completed will be beyond measure, and I look forward without uncertainty to a time when this Association will be acknowledged as a main factor in Canadian unity.

NOTES BY THE WAY

At the June, 1938, Convention of the Quebec Women's Institutes, it was decided to appoint a Provincial Convener of the Adult section of the Committee on Education and Better Schools. In other words to appoint one whose specific work would be with the Adult Study Groups.

Mrs. R. Thomson, Abbotsford, Que., the appointee, is the first one to receive such an appointment in the Women's Institutes anywhere in Canada.

Mrs. Thomson is a graduate of McGill University in Physical Education and is keenly interested in Adult Education.

* * *

A series of neighborly get-togethers or "neighbor nights" have been organized in the Stouffville area where men, women and young people get together to visit and discuss means of community betterment. These gatherings are sponsored by the educational committee of Stouffville United Farmers. Arrangements have been made for Leonard and Violet Harman of King to assist with the organization. Mr. Harman is secretary of Pickering College Community Extension Service and President of the United Farm Young People of Ontario.

THE CHURCH AND ADULT EDUCATION

CBC Broadcast Address

By President James S. Thomson
University of Saskatchewan

I HAVE been asked to speak this evening about the place of the Church in the Adult Education Movement. The Church exists and persists because her life is sustained by a fundamental human interest. It has been said that we are "incurably religious." We may differ on the subject of religion, and I am afraid religious differences have been both deep and bitter, but no intelligent observer of the human scene, whether in history or experience, can simply rule religion out as an irrelevancy.

Religious faith whatever form it may take, witnesses to belief in the existence of the soul, that our lives have a spiritual character, that we, and the created system of things in which we have our part, have a Divine origin and are sustained by a Divine Providence. In short, the ultimate facts of religion are the existence of God and our capacity both to know and enter into relations with Him.

Now, it is not my purpose to submit any argument about these profound and persistent convictions. I simply wish to state them as the underlying reasons for the existence of the Church at all.

Religious Faith Essential

IF religious faith has any firm basis, no aspect of human life can conceivably be of greater importance. To help men and women to gain some knowledge and experience of its range and truth is clearly the primary contribution of the Church to Adult Education. It is hardly necessary for me to say that in the present-day world, a great deal of personal misery, perplexity and confusion is due to uncertainty and doubt, often passing into a defeated indifference about the reality of God, about His purpose for the world, and consequently about moral duty. Any Christian minister who is doing his job, or, for that matter, any serious-minded and responsible observer of modern life, will tell you that beneath what often appears to be an attitude of cynical indifference or active defiance towards religious faith, there is a profound despair and sense of moral incompetence, because men cannot be sure about God.

The Church then has a duty to provide religious education. Such an education cannot be confined to the years of childhood. We have to grow up not only physically and mentally, but also spiritually. Surely it is just as important to help men and women to mature in conviction about the reality of things Divine and in a practical experience of their power as to disseminate knowledge about the conditions of bodily health or to extend the bounds of information and understanding about the affairs of this world. Indeed, it is more important. For out of religious faith life gets meaning and purpose, and we attain to that interior peace and confidence, out of which all the other energies of life get both direction and satisfaction.

The years of young manhood and womanhood are often periods of acute religious anxiety. What has been received in simple trustfulness during childhood must become a personal faith. Moreover, the pressing interests of the world's life, the pursuit of love and pleasure, or preoccupation with a career, often crowd out the sense of God. Nobody can live, as I have to do daily, with young people in this modern world, without being aware of how they are exposed to the confusion of ideas, of their difficulty in knowing where or in whom to put their trust and how to keep their feet in the slippery places of life. For youth, life has always been like that, but I think it is specially true today. It is my firm conviction that the Church has an urgent duty to approach these young men and women with understanding, sympathy, not to amuse or entertain them, or to hold their affection and loyalty by subtle enticements—the modern world is too well organized to provide entertainment for the Church ever to enter into serious competition with it—but simply to help them through to an active, positive understanding of religious faith.

The need among older people is not less urgent. The recent Oxford Group Movement, whatever else it may have achieved, certainly revealed that not only is there a widespread perplexity about the reality of religious faith, but also a deep-set anxiety to arrive at more certainty about it. All of which points to a need for awakening the Church to her mission of education.

The Study-Circle Method

DIFFERENT Churches have different methods. In some the emphasis is upon the fundamental religious attitude of worship—the guiding and education of the soul in its God-ward movement. Among others the emphasis is upon preaching. You must have both. Worship should be an intelligent act: on the other hand, preaching

should have all the persuasive force of a word from God Himself. But in addition, the Church would do well to make people acquainted with the great amount of splendid, attractive literature on religion that already exists, written by our ablest teachers, by men who are breathing the atmosphere of the present day world. Church services need to be supplemented by the study-circle and the Bible class. And I am glad to say that from my own experience, this kind of activity is growing. Indeed, I am bold enough to say, that with all her failings, there is no society in the world that is carrying on the same amount of adult education in her own special subject as the Church. But that work must not only grow, it must increase.

I have laid emphasis on the contribution of the Church to adult education through the teaching of religious truth, for I believe that to be quite fundamental. However, the educational interests of the Church have never been confined to what may be called the purely spiritual life. We live in a world rent asunder by what are called vital ideologies. These doctrines make claim upon the entire allegiance of life—national, social and individual—they claim to dictate moral standards and to direct education. The Church must become conscious of her own distinctive ideology and see all life as claimed by loyalty to God.

"Human Values"

CONSIDER the intense emphasis of Christian teaching on the absolute value of every human life and the grounds on which that point of view is maintained. Every man in virtue of being a living soul is a child of God, and therefore has the right to the fullest possible development of his capacities. Why, you might almost make that the very basis of your adult education movement. The guidance of that individual development is really what we mean by education in its widest sense. If such a grossly immoral way of attempting to settle international disputes as the mutual slaughter by nations of one another's youth is to disappear from the world, that end can only be attained through a sustained education. We have surely all learned that the machinery of peace-making can only function through the driving energies of enlightened public opinion. Similarly, if human values are to be regarded as the supreme standards of economic and social life, once again that finer order of existence which all decent-minded people are striving to attain, cannot be permanently imposed on mankind, but must grow up out of minds that have been educated in the moral aspects of political existence. The formation of study circles for the discussion of international and social questions is not enough. These important

and vital issues must be reviewed in the light of moral attitudes and, precisely there, to-day we are all lamentably deficient. Here then I see the Church playing a vital part in the development of adult education. I should like to see the Church organizing her groups of young men and women, of older men and women too, in every community to make her distinctive contribution towards the understanding of those questions, around which the very issues of civilization to-day are gathering. I am happy to think that such a development is already taking place. I can think now of community after community, where the men's Sunday class is about the only activity of an adult educational kind that is being carried on. But the movement needs to grow, to assume more self-conscious proportions, to have more considered direction. But already it is by no means a negligible factor in our Canadian life.

The effect upon the life of the Church herself through the adoption of a more thorough-going educational outlook is full of the greatest promise. The world to-day is perishing for lack of a vital religious faith. It has been said that the history of the Church has been the history of her revivals. In all the great spiritual awakenings of the past there has been an incalculable element beyond human control. But the best preparation we can make for such a time of religious revival is to give ourselves up to the quiet, persistent search for truth in the faith that if we seek we shall find, and if we keep on knocking, it shall be opened unto us.

RELIGION IN OUR SCHOOLS

Manor Homemakers' Club, Saskatchewan

Religion should be taught in the schools. We have fears of all sorts and ignorance of many kinds and yet by putting all religious teaching out of the schools we pave the way for more fears and retain the worst ignorance of all. The great fundamentals of religion are the same whether we be Catholic or Protestant and we would not be indifferent about their teaching if we realized their exceeding great importance. The churches are not reaching the majority of children, some are growing up without the vaguest idea of the Bible or its teachings, so the schools should combat this ignorance as well as others and have Bible lessons two or three times a week. Is not this the foundation of freedom, good government and national greatness?

"VOCATIONAL GUIDANCE AND ADULT EDUCATION"

Hon. George M. Weir
Minister of Education, B.C.

IN the space at my disposal I can do little more than point out some of the problems and difficulties involved in the establishment of Vocational Guidance, particularly in relation to Adult Education.

Why Have Adult Education?

THE first question that arises in the minds of some adults, particularly of the older generation, is,—"Why have Adult Education?" These people are prone to assume that the majority of adults finished, or should have finished, their education when they left school at fourteen or fifteen years of age. From this all too common point of view education is frequently confused with formal schooling and means little more than learning from a book.

The original idea in the inauguration of Adult Education was to enable adults to make up for lack of early educational opportunity, or to correct some of the defects in their early training. This original idea, however, while possessing some validity, is not now regarded as the most important reason for emphasizing adult education. Psychologists tell us that man has not merely "one mental youth but a series of successive mental youths extending throughout life." "You cannot educate a youth by the time he is twenty-one", says the psychologist, "for the simple reason that he is not yet all there to be educated; neither can you educate adults by merely giving to them more of the curricula and methods of childhood and youth. We must work out new subject matter and new methods that will stimulate and develop better the new interests and capacities of the adult years".

In the development of new subject matter and new methods, Vocational Guidance, or the guidance of the individual to fill the position for which he is best suited, should take the place of aimless drifting. Indeed the special function of Vocational Guidance is to help the individual know himself physically, emotionally, intellectually, as well as to know as many facts as possible about occupations which he may enter. Such knowledge of self and environment is necessary for a wise choice of vocations. With this knowledge of himself and of vocational

opportunities, the individual should be in a better position to proceed continuously toward a definite goal.

"Continued adult education", observes Mr. A. Caswell Ellis, "must prepare us for repeated intellectual adjustments and readjustments, or we are doomed to go through life blindly trying to solve the problems of a changed adult civilization with the static education of youth". From this point of view, education involves the capacity to adjust oneself to meet the increasingly complex problems of a rapidly changing social order.

It is a truism to state that scientific achievements and economic factors in modern life have rapidly changed and are changing occupational opportunities. An occupation, once acceptable to the individual, may later become quite outmoded and distasteful. Indeed, as a result of the contributions of science, invention, and similar factors in this modern age, certain erstwhile jobs (for instance, the livery stable business or buggy manufacturing so flourishing in the days of old Dobbin) may entirely disappear, thus leaving stranded those depending on such activities for a livelihood. These dispossessed people must either be thrown on the human scrap heap or be reconditioned to enable them to fit into new positions in the industrial organizations; and especially is this the case after a major depression.

What is Vocational Guidance?

VOCATIONAL guidance should be something more than ethical exhortation. While by no means an exact science, vocational guidance should rest, as far as possible, on a scientific foundation. It should make use of relevant data the sciences, especially psychology, have to offer. In addition, sound guidance must not be divorced from occupation analysis, to which I shall refer presently. On the vocational guidance side, there is the individual who seeks, or should seek, the type of work for which he is best fitted by heredity and education. The Vocational Guidance expert should be able to ascertain in some degree (more reliable than guesswork) the subject's degree of intelligence, his tastes, capacities, aptitudes and, to some extent, his moral stamina. Has he average enthusiasm, a willingness to learn? Can he profit from his mistakes? The adult in seeking guidance is probably thinking of a home and family and he is doubtless impressed with the desirability of making a wise choice of occupation or profession, since he will probably not have the opportunity of making many future choices. He will readily be impressed with the advisability of not venturing upon a career which may result in low financial returns, frustration of ambition and cruel

disillusionment in the years to come. Indeed, during the last ten years, many of the unemployed in Canada and other countries have been the victims of such bitter experiences.

Not a few school administrators doubt the effectiveness and practicality of vocational guidance. In fact there is on this continent and in Europe considerable difference of opinion regarding the basic issues involved and the best procedures to be adopted. I quote: "Some argue that school men want a system of procedures worked out and handed to them, and that this cannot be done. Granted that universality may be unattainable in detail, it seems reasonable to conclude that at least the *minima* in philosophy, techniques, and personnel could be agreed upon by an authoritative commission of appropriate specialists for use wherever needed. Moreover, publishers could test manuscripts by these criteria before allowing new books to appear. The present babel of voices, if continued, can only bring the movement into further disrepute, for much that now passes as guidance under current definitions of the term, is both superficial and ill-advised."

Human Analysis and Human Engineering

VOCATIONAL guidance would appear to be largely a matter of human analysis and human engineering. Occupation analysis, which is the correlate, or other side, of Vocational Guidance, presents a somewhat less difficult problem than the latter. Occupation analysis involves a marshalling of the facts regarding trades, professions and occupations in the various communities concerned. There are many books on the subject of occupation analysis, but few that pertain specifically to conditions in Canada. Consider the printing trade, for instance. What is the degree of education necessary for success in this field? Is it an elementary, or High School, or College education? What are the usual conditions of apprenticeship and advancement? Is the trade a healthful one? Is there overcrowding in this trade? How long does it take to learn the techniques of printing? What are the opportunities for employment and promotion after mastering the trade? These and numerous similar questions—the above are merely suggestive—arise in connection with analysis of the various professions, industries, trades, and branches of agriculture. Reliable answers to such questions are obviously necessary before the adult can be guided toward desirable occupational goals.

The *Human Analysis* can be done with some degree of reliability by the Psychologists and Educationists in our Schools and Colleges. Though Trade and so-called Aptitude Tests may be far from reliable—and some are thoroughly unreliable—and while there is a tendency sometimes to

make pretentious claims for the efficacy of guidance techniques, nevertheless it should be remembered that the movement is in only the formative stages.

Occupation Analysis

AS an administrator, I have no hesitation in stating that the human analysis will be of little avail, beyond its academic interest unless there be an occupation or job analysis carried out on a fairly comprehensive scale to show in some detail the employment opportunities and the requirements for success in the various industries and professions in the localities involved. This occupation analysis must also be conducted under expert leadership as techniques are involved that the average labour official or civil servant has not mastered.

May I also point out that in the field of occupation analysis there is ample room for voluntary effort and co-operation. Rotary, Kiwanis, Gyro and other service clubs and organizations should have excellent opportunity to co-operate with governmental enterprise in making an inventory of the various ingredients of the occupations of the community. The members of these Clubs form an excellent cross section of society. They have ability, enthusiasm and a desire to serve. A committee of experts, however, should supervise and co-ordinate the activities of the above or similar organizations. In a word, it may be said that occupation analysis should reveal the needs of industry and the professions as well as the opportunities for industrial or professional employment; whereas vocational guidance, or human engineering, should appraise the qualities and potentialities of our young people and adults, partly with a view to rescuing them from the ranks of the actual or potential unemployed. Indeed even the numbers of the so-called unemployables might thereby be considerably reduced.

Through a *Placement Bureau*, under expert management, the results of guidance and of occupation analysis should be co-ordinated. Aimless drifting or mere trial and error in occupational placement would thereby be reduced to a minimum. Blind alley occupations for people of more than average intelligence might in large measure be avoided.

The importance of vocational guidance and occupation analysis can scarcely be over-emphasized if the statements of certain economists and industrialists are true; namely, that within the next few years there will be a shortage of skilled labourers for many enterprises such, for instance, as the building trades. Will there be an industrial revival following the present temporary (it is hoped) business recession? Is Adult Education along vocational lines sufficiently well organized to meet the challenge

that would thereby arise? Has vocational guidance developed the necessary techniques for a successful attack on problems arising from a shortage of skilled labourers in various industries? At present, it is feared, the answer must be largely in the negative.

A Federal Bureau of Vocational Guidance

THE Dominion Department of Labour, with the assistance of the various Provincial Departments of Labour and Education, and the co-operation of the Canadian Association for Adult Education, might initiate a comprehensive inventory of our present human and industrial assets, with a view to instituting a modest programme of vocational guidance and placement adapted to the changing needs and opportunities of Agriculture, Industry, Trade and the Professions. And in this connection the psychologist, sociologist, and vocational counsellor have their contributions to make. Indeed, their services should be mobilized in any programme of vocational guidance and Adult Education. I am not suggesting that the techniques of vocational guidance can lay claim to being scientific. In many respects indeed these techniques are still in the formulative stage, but they are much more effective than mere guess work or blind drifting in relation to occupational placement. Expert assistance is needed in the application of intelligence tests, achievement tests, and trade tests, which are important supplementary aids to vocational guidance. According to Publication 149 (U.S. Department of Labour): "It was found that a great deal of practical assistance in strictly vocational guidance was being obtained from the Psychological Bureaus of the public schools". Departments of Labour and Bureaus of Placement, when the latter are instituted, should take advantage of the service that may be rendered by psychological bureaus and university departments of psychology. The need for closer co-operation between Vocational Counsellors in our Junior and Senior High Schools and the leaders in Industry should be emphasized. Indeed, within the next ten years or so it is probable that a well-organized Bureau of Vocational Guidance under a competent staff of experts will be an integral part of the school organization of leading Canadian cities. It is perhaps true that Industry has neglected to take advantage of the vocational services that the modern school in a number of Canadian cities is even now capable of providing.

A comprehensive system of vocational guidance, adjusted to the needs of the various Provinces, constitutes one of the outstanding national problems that still await solution. My suggestion is that eventually a Vocational Guidance Bureau—representative of Industry,

Labour, Commerce and the Professions—might be established in the Federal Department of Labour. This Bureau should serve as a supervisory and co-ordinating agency for the direction of similar Bureaus that might ultimately be set up in the various provinces. Our universities and departments of education would doubtless be willing to assist in this great co-operative enterprise. However, a strong central initiating agency is necessary to launch this project and, in my judgment, the Federal Department of Labour could supply the necessary initiative and supervision to make the undertaking a success.

In this brief article I have not had time to discuss physical and recreational aspects of Vocational Guidance. In British Columbia there are nearly 20,000 young people, mostly unemployed, enrolled in our physical and recreational classes over 80 centres. These classes were started three years ago and were particularly designed for young people who had left school. Physical and Recreational work has contributed much to the upbuilding of morale, healthy physique, as well as to the correction of physical defects.

It is unnecessary to labour the point that health is fundamental in any programme of vocational and educational guidance, whether for the adolescent or the adult, and it may truthfully be said that young British Columbia is becoming increasingly alive to the benefits of health guidance.

In conclusion it may be said that a successful programme of vocational guidance involves at least four (4) main factors:

1. *Human Analysis* of the abilities, aptitudes, tastes, etc., of the individuals to be guided.

2. *Occupation Analysis*—an inventory of the ingredients of industry, trade, agriculture, the professions, with a view of ascertaining occupational needs, opportunities and goals.

3. *Placement Bureaus* under expert guidance, to bring together the individual and the job for which he is best fitted.

4. *A Follow-up Service*—attached to the Placement Bureaus, to supervise their human output, keep in close touch with industry, agriculture, trade and the professions with a view to correcting faulty placements and to serve, in general, as a co-ordinating agency in the vocational guidance programme. Federal initiative, at least of an advisory character, with provincial co-operation, appears necessary for success. Direct administration should probably be under provincial jurisdiction. Indeed such an organization may well prove to be an integral factor in the successful working out of the National Unemployment Insurance Plan which, it is hoped, will soon be in operation.

HIGHLIGHTS OF THE ANNUAL MEETING

W. J. Dunlop, B.A., B.Paed.
Director, University Extension, University of Toronto

THOSE who attended the three meetings previously held by the Canadian Association for Adult Education (or by the Committee which preceded it) unanimously agreed that our Annual Meeting in Ottawa on November 14th and 15th, 1938, was the best in every respect that has yet been held. As I sat through the various interesting sessions this year I occasionally recalled (this is a sure sign of advancing age) the day in January, 1934, When I decided that adult education in Canada had become so diversified and so widespread that it was time to organize a Canadian Association for Adult Education. Then it was that I consulted with Colonel Wilfrid Bovey and Dr. E. A. Corbett and, with the assistance of many others, we laid our plans for the first meeting in May, 1934. I had no idea then that the Association would ever achieve the success which was so well demonstrated this year.

Growing Pains

EACH of our four meetings has had its own distinct atmosphere. The first one (at the University of Toronto in May, 1934) was experimental; none of us knew where we were going. When we met in June, 1935, at Ste. Anne de Bellevue, we had a great deal of information before us but we had not digested that information; we were still somewhat at sea but we had advanced noticeably. Our third meeting at the University of Toronto for the second time, in November, 1936, brought together a good many seasoned operatives with experience not only of their own work but of the whole enterprise. On that occasion we had a great deal of discussion and we did reach several definite conclusions.

The atmosphere of our fourth meeting was distinctly one of enthusiasm, that is, of steady and sustained enthusiasm based on carefully considered experience. Most of the veterans were there and some of those who are new to the work. The period of experimentation has passed and we are now entering the period of sensible and constructive criticism. Those who reported on work done were obviously anxious that their work should be recognized as being of permanent value and also as being worthy to be included within the scope of adult

education in the strict sense of the term. No one cared to try to define adult education nor to ask for a definition of it. That phase is forgotten, apparently. Now we are carrying on the work without quibbling over terms. Of course, there are still problems—many of them—but there is a noticeable feeling of confidence that all problems can ultimately be solved. We have not forgotten that the American Association for Adult Education under the direction of our tried, true, and trusty friend, Dr. Morse A. Cartwright, has helped us to solve many problems in the past and may still be relied upon in the future.

Perhaps the highest of the highlights was the presence of Their Excellencies at our banquet on Monday evening, November 14th. The Governor-General spoke well, though briefly, and I was especially delighted that he and the Lady Tweedsmuir so cordially and so promptly complied with my suggestion that they spend a social hour receiving and chatting with the members of our Association who were at the banquet. That social hour, free from speeches and largely free of formality, gave those present an excellent opportunity to become better acquainted, not only with Their Excellencies, but with one another. It may be that we shall have greater opportunities of this kind at future meetings. Unless a convention provides for enlarging our circle of friends and acquaintances, it misses a great part of its real function.

Another highlight was the Director's Report. Personally, I was exceedingly proud of the way he conducted both himself and the meeting. The arrangements were all his and his Report was particularly well done. It was as comprehensive as the sternest critic could wish.

Those of us who cannot speak French with any degree of fluency and who can understand it only indifferently were all always especially interested in the highlights provided by the members of the French-Canadian Section. At the banquet on Monday evening, we were listening to the Provincial Secretary of Quebec, Monsieur Jean Bruchesi, and our ears were becoming attuned to his graceful use of his own language when, with the most remarkable facility, he began to speak in English and concluded his address in that tongue. At another session, Dr. Seraphin Marion provided a highlight when he read the report of the French-Canadian Committee. In sprightly, optimistic vein he read a most comprehensive and most interesting report of the work that had been done. To look into the face of Dr. Georges Bouchard was really to take advantage of another highlight. There he sat, in every session, attentive, interested, genial and bland withal, chuckling from time to time and never missing anything. He calls himself a habitant and, if the other habitants are like him, the future of adult education in the Province of Quebec will be an assured success.

Some Gentle Reminders

SIXTEEN persons were scheduled to speak for exactly ten minutes each. One of them took two minutes to tell his story and another took three minutes, while one or two occupied exactly ten minutes. But the great majority did not once consult their watches, did not appear to take the time-limit literally, and caused a little embarrassment to the Chairman. If I may be allowed a little criticism—a little gentle and friendly criticism—may I say that, when one is told that his time is ten minutes (or whatever the time may be) one should take out one's watch and lay it where it can easily be seen. Ten minutes means six hundred seconds and the man or woman who wishes to make an impression on an audience, who wishes to have the report or the appeal favourably considered, should on no account exceed the exact limit of the allotted time. To stop at the end of nine minutes is always counted for righteousness to the one who is far-seeing enough to adopt that device for winning applause and consideration. Of course, one who has done good work is anxious to tell others about it but it is really necessary to be a literalist in the matter of time and to omit unnecessary words and phrases, such as the overworked expression "my speech will be brief" or words to that effect. Never yet have I known a speaker who began with this expression (and just notice how often it is used) and who really kept within his time. Never promise brevity. Always achieve it.

President Munro's address was another highlight. It was brief, practical, comprehensive, and concise. Angus Mowat, Inspector of Public Libraries for Ontario, provided at the Monday luncheon a very fine highlight of the Convention when he told us, in a most interesting manner, of the library situation in his Province. Dr. S. F. Maine of the University of Western Ontario contributed a highlight, in his own inimitable way, when he told us that the time has come for frank criticism and that we must not try always to say pleasant things. He is right, as usual. Our Association has now reached the stage when candid evaluation is in order.

And the Association was treated to a real highlight when the Council elected Dr. Wilfrid Bovey its third President. He is a veteran in the work and he has laboured diligently, from the very outset, to make the Association the driving force that it has become. If ever a man earned an honour, Dr. Bovey has earned this one and every member of the Association will wish him, as I most heartily do, a term that will be marked by many important advances.

DEVELOPMENTS IN ADULT EDUCATION IN PRINCE EDWARD ISLAND

J. T. Croteau, Ph.D.

SUCCESS in the field of rural adult education, the experience of the past two years in Prince Edward Island has shown, depends upon an intelligent and active local leadership. This seems to be especially true with the St. F. X. technique, where study clubs and local organizations do most of their work without the guidance of professional instructors.

At the present time, therefore, every effort is being made to develop an enthusiastic and enlightened local leadership. The Dominion-Provincial Youth Training Grant has been a providential aid in this work. This grant has furnished the funds to give 40 young people special training at the St. Francis Xavier Extension Course and to give 500 others from rural districts at least the rudiments of leadership training, along with courses in vocational education.

Study Clubs and Libraries

LAST spring a survey revealed that about 300 study clubs have been organized in the Province. The Adult Education League of Prince Edward Island has been formed to supply these clubs with study material and general guidance. The League relied greatly upon the assistance of the Provincial and Dominion Departments of Agriculture and the Provincial Department of Education. Special mention must be made of the service of the Prince Edward Island Libraries in distributing material and providing a background of books for the study clubs.

This was organization from the top. The study club work, however, did not succeed in any community unless some local leader spent time and effort in promoting it. Time and again unpromising districts—districts torn by political, factional, or other discords—would be brought together through the efforts of local study club leaders. Other districts, where one would expect an adult education program to go over without much effort, would never seem to get started. A lack of leadership is the explanation.

This situation is now being changed. Forty young people are being sent to Antigonish. Sixty fishermen are taking special courses at St.

Dunstan's University; two hundred young men are receiving agricultural training, 150 young women are studying health and home management and 75 men are entered in carpentry courses in Charlottetown.

"Leadership Training"

FROM 200 to 250 young people from the ages of 18 to 32 are taking courses in Charlottetown at the same time. Night meetings of the combined groups are held once or twice a week. Short addresses of an inspirational nature are given by educational and governmental leaders. Group singing, educational motion pictures, games and other entertainment furnished by the students themselves make up the rest of the program. This is the folk school idea and seems to be developing a great spirit among the students.

Study club organization continues. The old study clubs are being reorganized and new ones are forming in districts that had not hitherto taken up this work. Group study is seasonal in Prince Edward Island. A few clubs begin work in October and November. Most of them suspend activity during the Christmas season. From the middle of January to March the bulk of the requests for study material is received. During the busy season the Adult Education League receives 25 to 50 letters a week from study club leaders—requests for material, questions that puzzle certain groups, and just friendly letters. By its rapid spread and wide acceptance the adult education movement seems to show that it fills a social as well as an educational need in Prince Edward Island. With a body of young and enthusiastic leaders to assist locally there should be greater progress in the future.

New developments are in the offing. The Prince Edward Island Libraries, under the Department of Education, have already purchased the skeleton equipment of a department of visual education. No policy has been worked out yet, but it is not improbable that eventually a circulating library of filmslides, and motion picture films will be available to rural communities through the library channels.

This, briefly, is the adult education situation in Prince Edward Island today: Complete library coverage with a regional library containing 47,000 books, 300 or more study clubs, a youth training program under the direction of W. R. Shaw, the deputy minister of agriculture, and the extension work of sympathetic officials in both the Dominion and Provincial Departments of Agriculture. There is a beginning in the use of visual education. Adult education seems to be pointing to an enriched rural life in Prince Edward Island.

RE-AWAKENING RURAL ONTARIO

By Donald R. McLean

AN inspiring instance of "education for action" in the Ontario field occurred last winter in the Thamesville community of Kent County. The project was begun by an enthusiastic young farmer who saw that the study group methods employed by the Extension Department of St. Francis Xavier University in Nova Scotia had real possibilities for Ontario.

Community consciousness was away below par around Thamesville. Gordon McKerracher believed that it could be re-awakened. He discussed plans with a few local leaders and it was decided to call a mass meeting, with a well-known speaker imported for the occasion. Few turned out. So it was decided to go directly to the people. An eight-week study group campaign was mapped out, designed to end in concrete action, maybe a fertilizer-mixing station, a credit union, a poultry pool, or a permanent program of adult education. One thing was certain, at any rate, community action of *any* sort must be preceded by educational preparation.

A few interested farmers of the district were visited, the plan explained. Each farmer was asked to invite in several neighbours on a specified night, just to talk over community problems and have a social time. Gordon promised to have someone on hand acquainted with study group methods to assist each group in finding its feet. To do this he found it necessary to import leadership from neighbouring districts. He suggested that each group use H. H. Hannam's booklet "Co-operation" as a basis for study. Promised some assistance from the educational department of the United Farmers of Ontario, he undertook to supply each group with weekly discussion guides containing suggestive questions and group report forms. Within two weeks fifteen groups were under way. Several fell by the wayside but twelve carried on faithfully until the advent of spring work.

Listening Groups

A NOVEL feature was the use of the radio. Whenever possible the groups met, by pre-arrangement, on a Tuesday night. From 8 p.m. to 8.15 p.m. they became listening groups, hearing Gordon and others explain the principles of group action over the local station

(Chatham). Every third week there was an associated meeting of all groups. Each group chairman reported, plans were discussed and an hour of song and recreation followed. At the second associated meeting the proposed launching of a fertilizer-mixing station, to serve the community, received favourable attention. At the third and final meeting, it was unanimously decided to launch such a station, and nine directors were therewith appointed.

Within a month the station was operating, on strictly Rochdale principles, with 85 registered members to date. It has mixed 175 tons of fertilizer and returned a neat profit to the members.

I attended a meeting of the Thamesville study group leaders a month ago and heard them discussing plans for this winter. They wanted fewer and stronger groups, with a credit union in view, and more community recreation. But they were particularly anxious to consolidate the gains already made through wider education.

Encouraged with the success of the Thamesville effort, Gordon McKerracher took the initiative in setting up a Kent County "Co-operative Council", on which sit representatives from rural groups interested in the co-operative movement. The purpose is to integrate efforts in this field. It reminds one of the Committee for Adult Education in Oxford County. The Council has decided not to spread itself out too much, but rather to give every possible assistance to a community fifteen miles to the south of Thamesville, in which a study group campaign is about to be launched.

Leadership

TO me this whole Thamesville project is a guide-post for those of us who labour to re-awaken old rural Ontario—old Ontario, so set in her individualism and prejudices!

Firstly, it demonstrates what a well-informed local leader can do to awaken his own community. The faith of a leader, expressed in intelligent action, can outweigh a community's traditional lethargy. It re-emphasizes the importance of leadership training and that "faith, without works is dead." Gordon McKerracher admits that it was largely his attendance at a rural leadership training school in Economics sponsored by the Extension Department of the University of Toronto, under W. J. Dunlop, several years ago that gave him confidence to go ahead.

Secondly, it shows us the usefulness of a carefully-thought-out plan. The plan, like any plan, needed revising as circumstances arose. But the community was challenged to action in a clear-cut fashion. The *objective*—one of several possible community improvement projects striking at the source of income. The *method*—study, agree, act!

Thirdly, it is proof that a considerable number of study groups can be made to function even in a hard-boiled twenty-five square mile area, if given proper guidance. At least three helps were used. 1. A link-up with a central body, *i.e.*, the United Farmers of Ontario assisted with advice and study outlines. 2. The importation of leadership from surrounding districts to get the study group project under way. 3. The regular use of the radio, associated group meetings and weekly reports from each group.

Fourthly, it shed some light on the problem: "Shall we use the sociological or economic approach?" "We had our refreshments and our fun along with our study," says Gordon. Discussion over teacups! Recreation, community singing, and amateur stunts at the associated group meetings (with the inspiration of an occasional outside speaker.) After all, wholesome, inexpensive fun meets a rural need as urgent as the need for bath-tubs and accessible credit. Besides, it all has a real "carry-over" in the creation of community consciousness.

Fifthly, it rather strengthens the position of those who claim that the only type of education in which rural Ontario is really interested is education for action. Make the people see that it will pay them in dollars and cents and they will jump over skunks and barbed wire to attend those study groups. But because it is difficult to make them so see, and because their fundamental need is really spiritual dividends, not monetary, it would seem wise for adult education to employ the double-barrelled approach—the economic and sociological. After all, if our people fail to see, through lack of dynamic education, the bigger picture, will they not just as readily jump over skunks and barbed wire to get out when there is no "divie" but only creditors?

Lastly, it reminds us of the importance of consolidating gains already made before rushing on new ventures; and, in embarking on new ventures, to integrate the efforts of the forces already working in the field. The Kent Co-operative Council and the Oxford County Committee for Adult Education are splendid instances of co-operation for county welfare.

The writer is aware of several other community improvement projects in rural Ontario returning educational dividends comparable with Thamesville. He has selected the Thamesville instance because he is familiar with this conservative community which is definitely "on its way."

"Community Clubs" and Training Institutes

IN travelling about rural Ontario I am constantly compelled to note how much more forward-looking are those communities where a really

good community club, be it U.F.O., Women's Institute, Junior Farmer, or what not, has sponsored an aggressive program for several years. Such a community responds much more readily to suggestions for study group action or leadership training. Most of them are broad-minded enough to work with other groups in sponsoring community improvement programs, and can be depended upon to shoulder more than their share of responsibility. We want more Ontario communities to give the discussion circle methods employed in eastern Nova Scotia a thorough trial. One successful demonstration is worth a score of hypothetical cases.

Believing this, the Community Life Training Institute (on the staff of which I serve) is launching a series of three-day leadership training schools in a dozen western Ontario communities. Generally, these are communities where considerable pioneering in adult education has already been done, and which are located adjacent to each other. Our governing idea is to proceed slowly, stir into action such local leadership as we find, and to assist them in their study group "follow-up" with periodical visits and discussion guides. I believe in, by and large, the use of the Thamesville technique, except that the groups be fewer in number and higher in quality.

These three-day Community Life Schools meet from 9 a.m. to 4.30 p.m., with the final community evening featuring educational films, community singing folk-dancing and games. The day sessions are concerned with the discussion of such subjects as : Community Organization —survey work, trends, standards and ideals; The Art and Practice of Group Thinking; Co-operative Economics—history and principles, glances at England, Sweden, Denmark, U.S.A.; The Evolution of Farm Markets; Farm Movements in Canada; Organized Recreation—theory and practice. At noon there is pot-luck lunch, and a period for art and music appreciation and current events.

One result of the first school of this type (Maple Grove Community, Waterloo County, November 14-16) was that twenty of those attending constituted themselves a "committee of the whole" to launch a study group program during the winter months, with several possible objectives —a community survey of needs and resources, a community council (to issue a community calendar of events) a fully-equipped community centre, a course in practical agriculture in the neighbouring high schools.

In concluding I wish to state that those of us engaged in rural work might do well to give more attention to visual aids in education. The farmer is accustomed to thinking in concrete terms. Examples, stories, statistics in pictorial form, command his attention where text-book theory fails to reach him. We all remember what we see so much better than what we hear. We need more of our rural problems and their

possible solutions "visualized". At our Community Life Schools I am using, with good results, a film slide projector with a W.E.A. film strip "The Emergence of the Worker", also a National Forum strip "Co-operative Problems Visualized." But we need slides more distinctly Ontarian. I have a belief that even such a subject as "The Art of Group Thinking" could be filmed or "visualized" in a manner more convincing than any number of lectures.

SOME THOUGHTS ON EDUCATION

from Essays by the Farm Women of Saskatchewan from Queenston Homemakers' Club, Unity

AS A CHILD, I attended school in a country which maintained one of the highest educational standards in the world, and yet the practice was to go to school only every other day of the week. The junior teacher taught grades one and two on Mondays, Wednesdays and Fridays, and grades three and four on Tuesdays, Thursdays and Saturdays; and the senior teacher taught grades five, six, seven and eight on a similar plan. We usually had a couple of hours of homework to do on alternate days, but then we were fresh to do it, which is quite different from attempting homework at night when one is tired. I have found in adult life that studying is done much more quickly and efficiently when one is rested and *alone*. My memory of standards and my observation of adults who have only a public school education from the land of my childhood leads me to think that the alternate day system produced better results in scholarship than two hundred days a year for eight years does for our children.

In an area of misguided "relief" methods it is even suggested that one should get sick once in a while to get one's share of free board at the local municipal hospital, and the joke about the inmate of the mental institution who said he wasn't quite crazy enough to come out is well known. We need a new orientation of ideals if we are to progress and not retrogress, and while the difficulties are great the only place we can begin is in carrying out an adequate educational programme in an adequate manner.

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